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WINTER, VOL. 8 NO. 2

Promoting Resiliency

Adapted with permission from "Reaching IN... Reaching OUT" Promoting Resilience in Young Children by Jennifer Pearson, Senior RIRO Staff and Darlene Kordich Hall, Ph.D., RIRO Project Coordinator



This article is translated into Spanish on page 2. Ver la versión española de este artículo en la página 2, y todos los artículos a www.birth23.org

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COOPERATIVE EXTENSION SYSTEM
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When things get tough, some people continue to "swim along" while others "nearly sink". People who are able to "swim" through difficult times are more resilient. They "bounce back" from stressful experiences. Research has found that people who are able to bounce back live longer, and have better health and happier relationships. Research also tells us that some of the important resiliency skills can be learned. Here are seven skills associated with resiliency found by researchers at the University of Pennsylvania.

1. Being in charge of our emotions

Emotional regulation is about being able to stay calm under pressure and not letting our feelings overwhelm us or affect our whole day. This doesn't mean we cut off negative emotions or that we keep our emotions inside. Expressing emotions – both negative and positive – is healthy and constructive. We can see the beginnings of emotional regulation in babies when they suck their fingers to soothe themselves. Young children need our support to calm down. We can let them know that all feelings are okay, but not all behaviors. Set firm and loving limits on behaviors and offer ways to express emotions safely, such as drawing "mad" feelings on paper.

2. Controlling our impulses

Impulse control is the ability to stop and choose whether to act on the desire to take action. For example, when we become angry, we may want to shout and get into an argument. Impulse

control helps us to stop ourselves and to decide that these actions may not do any good in the situation; in fact they could make matters worse. Impulse control is also the ability to delay gratification – to have something right now just because we want it. We can help young children develop impulse control by modeling it ourselves, and acknowledging their achievement when they succeed. "Way to go – it was really hard to wait but you did it!"

Impulse control and emotional regulation are both very important to resiliency development. Once these are under our belt, the other abilities come more easily.

3. Analyzing the cause of problems

What we think about stressful events or problems affects how we feel about these events and what we do about them. Accurately identifying the cause of a problem helps prevent our falling into rigid thinking habits. Resilient thinking allows us to be flexible: to see that some problems are the result of ourselves and our actions, while others are not. We can help children develop skills in this area by first helping them to identify the cause of the problem then thinking together about what they can do about it.

4. Maintaining realistic optimism

This is the ability to maintain hope for a bright future. It's about seeing things as they are and believing that we can make the

(Continued on page 2)

best out of the situation. This is related to a common thinking habit called “Always/Not always” – our thoughts about how long a problem or stress will last. Some people have a habit of feeling as if all stresses are permanent, which can make the situation seem overwhelming and hopeless. Others can recognize that the situation is temporary, which helps to maintain a realistic optimism that this problem will pass. We can help children become more accurate and flexible in thinking about whether a situation is permanent or temporary with a gentle reminder. “Remember you thought you would never be able to do that without my help and now you can do it all by yourself!”

5. **Having empathy for others**

Empathy is the ability to understand the feelings and needs of another person. Children learn to understand and support other's feelings by being understood and supported by those around them. Young children benefit when an adult helps them recognize their own feelings first: “You look happy about doing that all by yourself.” Later on, adults can help them recognize other's feelings: “Joel's face looks sad - I wonder if he misses his friend Michael?” Research shows that being understood and

understanding others are important to the growth of resilience.

6. **Believing in your own**

competence This ability relates to the belief that we can tackle most of the problems we face and bounce back when things get tough. It's the feeling of being effective in the world, making a difference, and knowing that what we do matters. Belief in our own competence encourages us to keep on trying, even when situations are challenging. This influences our ability to maintain hope for a realistically optimistic future. Offering choices to children can help foster this ability by giving them a sense of control over what they do. “Do you want to play with your blocks now or have a snack?” Giving them opportunities to succeed, but still feel challenged, increases confidence.

7. **Reaching Out**

This is the ability to take on the new opportunities that life presents. Resiliency research says that people who see mistakes as a learning opportunity find it easier to take risks and try new things. We can help young children want to try new things by pointing out that “no one is perfect” and that

“everyone makes mistakes”. It's part of how we learn new things. Be supportive when a child tries something and does not succeed, then offer a reminder of things he or she has already accomplished. “When you were a baby could you walk? And look at you now! You run so fast I can hardly keep up with you!” Another part of reaching out is being accurate and realistic about how much we can cope with and being willing to ask for help when we need it. We can find support from friends, co-workers, community organizations, professionals and family. We can help children reach out for support by modeling that it is okay to ask for help - showing that we all need support from others sometimes.

People who are resilient bounce back when the going gets tough and the skills of bouncing back can be learned. We can challenge our own thinking habits to make sure they are accurate about stressful events. We can ask ourselves, “Is the stress really going to last forever?” “Is the stress really going to affect everything in our life?” Children imitate the thinking habits of adults around them. When parents and teachers model resilient thinking, they are going a long way toward promoting resilience in their children.



Fomento de la serenidad ante la adversidad

Adaptado con autorización de “Reaching IN...Reaching OUT” Promoting Resilience in Young Children por Jennifer Pearson, Senior RIRO Staff y Darlene Kordich Hall, Ph.D., RIRO Project Coordinator.

Cuando las cosas se ponen difíciles, unos siguen nadando mientras otros casi se ahogan. Los que logran nadar son los más resistentes, los que mejor controlan sus emociones, que no se

alteran, que 'rebotan' de las experiencias estresantes. Se ha demostrado que los que pueden 'rebotar' viven más, tienen mejor salud y relaciones más satisfactorias. Los estudios también nos dicen que algunas de las aptitudes de resistencia importantes pueden adquirirse. He aquí siete aptitudes relativas a esa resistencia o imperturbabilidad identificadas por investigadores en la universidad de Pennsylvania.

1. **Controlar las emociones.**

Poder controlar las emociones significa ser capaz de mantenerse

sereno bajo presión y no permitir que nuestros sentimientos nos abrumen o nos afecten todo el día. No significa cortar las emociones negativas o no permitir que se exterioricen. La expresión de las emociones - las negativas y las positivas - es saludable y constructivo. Podemos ver los rudimentos de control de emociones en bebés cuando se chupan los dedos para calmarse. Los niños menores necesitan nuestro apoyo para calmarse. Podemos hacerles saber que todos los sentimientos están bien pero no

todas las reacciones a esos sentimientos. Hay que establecer límites firmes y amorosos al comportamiento y ofrecer modos de expresar las emociones que sean seguras, como dibujar sentimientos de enojo en un papel.

2. **Controlar los impulsos:**

El control de los impulsos es la capacidad para frenarlos y considerar si uno se debe dejar llevar por el deseo de tomar acción. Por ejemplo, cuando nos enfadamos podemos querer gritar y discutir. El control de los impulsos nos ayuda a frenarnos y a decidir si estas acciones pueden hacer algo bueno en la situación; de hecho pueden empeorar las cosas. El control de los impulsos es también la habilidad de demorar la gratificación - tener algo ahora solo porque lo quiero. Podemos ayudar a los niños menores a desarrollar el control de los impulsos haciendo de modelo, y reconociendo sus logros. “¡Así se hace! - fue difícil esperar pero pudiste hacerlo”.

El control de los impulsos y la regulación de las emociones son ambos muy importantes para el desarrollo de la capacidad para afrontar adversidades. Una vez que los logramos las otras aptitudes se adquieren con más facilidad.

3. **Analizar la causa de los problemas.**

Lo que pensamos de los sucesos o problemas estresantes afectan el cómo nos sentimos respecto a esos hechos y lo que hacemos al respecto. La identificación precisa de la causa de un problema nos ayuda a evitar que caigamos en hábitos rígidos de pensamiento. El razonar con fortaleza para afrontar problemas nos permite ser flexibles: ver que algunos problemas son consecuencia de nosotros o de nuestras acciones pero otros no. Podemos ayudar a los niños a desarrollar aptitudes en esta área ayudándolos primero a identificar la causa del problema y entonces

deliberando juntos lo que se puede hacer.

4. **Mantener un optimismo realista.**

Es la habilidad de mantener la esperanza de un futuro brillante. Es ver las cosas como son y creer que podemos hacer lo mejor dentro de las circunstancias. Esto se relaciona a un hábito común de pensar llamado “Siempre/No siempre” -- sobre cuánto tiempo durará un problema o situación estresante. Algunos tienen el hábito de parecerles que todas las tensiones son permanentes, lo que hace que la situación sea más abrumadora y desesperada. Otros pueden reconocer que la situación es temporal, lo que les ayuda a mantener un optimismo realista de que el problema pasará. Podemos ayudar a los niños a ser más precisos y flexibles al pensar si una situación es permanente o temporal recordándoles suavemente “acuérdate que tú pensabas que nunca podrías hacer tal cosa sin ayuda y ahora lo puedes hacer solo”.

5. **Tener empatía para los demás.**

La empatía es la aptitud para comprender los sentimientos y necesidades de otra persona, la identificación mental y afectiva con su estado de ánimo. Los niños aprenden a comprender y apoyar los sentimientos de otros siendo comprendidos y apoyados por quienes los rodean. Los niños menores se benefician cuando un adulto los ayuda a reconocer sus propios sentimientos: “te ves satisfecho de poder hacer eso solo”. Más adelante los adultos pueden ayudarlos a reconocer los sentimientos de otros: “Joel parece triste - me pregunto si extraña a su amigo Michael”. El estudio muestra que ser comprendido por otros y comprender a otros es importante para el desarrollo de la capacidad para afrontar adversidades.

6. **Crear en la competencia propia.**

Esta habilidad se relaciona con la creencia de que podemos atacar la mayoría de los problemas que confrontamos y rebotar cuando las cosas se ponen difíciles. Es el sentir que uno es eficaz, que significa algo, que lo que hace tiene importancia. La creencia en nuestra propia competencia nos anima a seguir tratando aun cuando las situaciones sean retadoras. Esto influencia nuestra habilidad para mantener la esperanza en un futuro realísticamente optimista. El ofrecer opciones a los niños puede ayudarlos a formar esta aptitud dándoles un sentido de control sobre lo que hacen. “¿Quieres jugar con tus bloques ahora o prefieres merendar?” Darles oportunidades para triunfar y seguir sintiéndose desafiados les aumenta la confianza.

7. **Tender la mano.**

Es la habilidad de agarrar las nuevas oportunidades que se presentan. Los estudios de la capacidad para afrontar adversidades muestran que la gente que ve los errores como oportunidades de aprender encuentran más fácil tomar riesgos y tratar cosas nuevas. Podemos ayudar a los niños menores a tratar cosas nuevas señalándoles que “nadie es perfecto” y que “todos cometemos errores”. Es parte de cómo todos aprendemos cosas nuevas. Déle su apoyo al niño que trata algo y fracasa, entonces recuérdole cosas que sí ha logrado. “¿Acaso podías caminar cuando eras un bebé? ¡Y mírate ahora, corres que no te puedo alcanzar!” Otra parte de tender la mano es ser preciso y realista sobre lo que podemos lograr y ser capaz de pedir ayuda cuando la necesitamos. Podemos encontrar apoyo en amigos, colegas, organizaciones de la comunidad, profesionales y familia. Podemos ayudar a los niños a tender la mano dándoles el ejemplo de que está bien pedir ayuda -- mostrándoles que todos necesitamos apoyo algunas veces.

(Continued on back cover)

The Seven C's of Resilience

All children have abilities and strengths that can help them cope with everyday life. Develop your children's resilience by paying attention to those strengths and building on them. What are the ingredients of resilience? There are seven components, all interrelated, called the Seven Crucial C's.

- Competence – the ability to handle situations effectively.
- Confidence—the solid belief in one's abilities.
- Connection – close ties to family, friends, school, and community give children a sense of security and values that prevent them from seeking destructive alternatives to love and attention.
- Character – a fundamental sense of right and wrong that helps children make wise choices, contribute to the world, and become stable adults.

- Contribution – when children realize that the world is a better place because they are in it, they will take actions and make choices that improve the world. They will also develop a sense of purpose to carry them through future challenges.
- Coping – children who learn to cope effectively with stress are better prepared to overcome life's challenges.
- Control – when children realize that they can control their decisions and actions, they are more likely to know that they have what it takes to bounce back.

Excerpted from the AAP Patient Education brochure *Helping Your Child Cope with Life* published by the American Academy of Pediatrics.

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Save the Date!

14TH ANNUAL CONFERENCE Together We Will: Explore the Issues that Put Young Children at Risk

Thursday, April 26, 2007
9:00 AM to 3:30 PM
Crowne Plaza, Cromwell
Registration Fee: \$45.00

Keynote Presenter: Kyle Pruett, MD, Clinical Professor of Child Psychiatry and Nursing, Yale University School of Medicine. Dr. Pruett is the immediate past President of Zero to Three: National Center for Infants, Toddlers, and Their Families.

Topics to be explored throughout the Conference include:

- Mental Health Problems of Parents and Family Members
- Poverty
- Drug Abuse in The Family
- Prematurity

Please note that registration fee waivers and stipends for childcare and transportation are available if needed for family members.

Conference brochures will be available in January 2007 and will be mailed to those who have previously attended this annual event. Other interested individuals may request a brochure by contacting Jennifer Sharpe, Education Services Specialist, SERC, 860-632-1485, x268 or by visiting SERC's Early Childhood Education Initiative online for information at

www.ctserc.org



BIRTH through 5 news

Information for Families and Professionals

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The Common Thread

*Kathy Bradley
Early Childhood Coordinator
Connecticut Department of Children
and Families*

Stacy has been a nurse in the intensive care unit for twenty years. During that time she has worked with hundreds of critically ill children. Four years ago she became acquainted with Tony when he was 18 months old. To date, Tony has had many major surgeries and hospitalizations for life-threatening conditions. Stacy says that Tony is the most remarkable child she ever cared for. He is bright, beautiful and very calm. He is surrounded by a loving family. He greets each nurse, doctor, visitor or child he meets with a huge smile. People might think that Tony has "endured." Stacy would tell you that Tony has not endured, he simply radiates life.

Bill is a 56 year old father of two and grandfather of three. He is the kind of dad who never missed a theater production, a school play or a soccer game. He described his early life as, "tough, unpredictable, and painful." But, Bill is special too. From his early years Bill was a lover of the woods. He loves the woods in a deep, personal sense. He feels the life of the woods. The darkness is gone when Bill visits the woods. If Bill starts to doubt himself or thinks negative thoughts, he now visits the woods with his grandchildren, passing on his love and connectedness.

Finally, Jessica is a little girl born with Down Syndrome. Jessica's life has been challenging. Her first years involved heart surgery. Later she developed asthma and food allergies. Then she developed a seizure disorder and a thyroid disorder. Learning was difficult too. But Jessica had her own special gift. Jessica had a vivid imagination. As a

little girl, Jessica created stories where she was the hero. Some of her typical themes involved a hurt friend, an illness in the family, or a problem to be solved. If you did not interrupt her play you could hear her say, "That's all right. I will help you. You are safe now. You are with me." Her parents celebrated that imagination, even if it did look "a bit different" to see a fourteen year old pretending aloud and sometimes playing alone. Jessica is now twenty-three. Jessica's gifted imagination resulted in the ability to engage in positive problem solving.

What is the common thread that connects Jessica, Tony and Bill? Each one possesses special qualities. Tony is bright, beautiful, calm and loved by all. Bill developed strength that enabled him to overcome an unhappy childhood to become a loving husband, father and grandfather. Jessica's creativity and environment promoted her ability to effectively cope with challenges. All three were loved or learned to love, developed trust, hope, and autonomy. Resilience is the common thread. Webster's Dictionary defines resilience as: a) the ability to recover strength, spirits and good humor quickly; b) flexibility. Resilience is important because it is the human capacity to face, overcome and be strengthened by or even transformed by the challenges of life.

Resilience is perhaps the most important capacity that we can foster in children. All children can become resilient and all adults can be a force for promoting resilience in the children they interact with each day. Parents and caregivers can promote resilience by words, actions and in the environments we provide for children. They can:

- Foster trusting relationships. Let children know that family members, teachers and other caring adults love and accept them unconditionally. Express love verbally.

- Provide rules and routines. Explain expectations, limits and consequences. Help children understand rules and how to repair mistakes. Guide with kindness. Use holding, rocking and a soothing voice to support children's ability to self calm.
- Provide role models of acceptable behavior. Children imitate adults and older children. Provide praise and encouraging statements when children engage in the behaviors you expect of them.
- Encourage children to become autonomous by providing opportunities for decision making. Decision making, independence and responsibility are interconnected. As soon as children understand language begin to offer simple choices.
- Promote feelings of trust, hope and faith. Let children know that they can dream. Encourage them to dream. Let them know you believe in their dreams by supporting their efforts.
- Provide unconditional love accepting and celebrating each child's temperament.
- Teach children that they are able to make other people feel love by the way they express care and feeling for them. Even young children can learn to be thoughtful and kind.
- Teach children that they are important and should be proud of their accomplishments.
- Provide models of calm communication and problem solving teaching children to communicate thoughts and feelings with words.
- Teach children how to manage their feelings and impulses.
- Teach children how to find and be part of trusting relationships.



Preschool Special Education Update

By Maria Synodi, Coordinator,
Preschool Special Education

In 2005, the State legislature established the Connecticut Early Childhood Education Cabinet. Membership was defined by the legislation and included state agency heads, community representatives and legislative leaders. The Connecticut Early Childhood Education Cabinet's goals are to ensure that Connecticut's young children: (1) make developmental growth and progress and reach appropriate developmental milestones from the time of their birth to age five; (2) arrive in kindergarten ready and excited to learn with the knowledge, skills and behaviors needed for success in school; (3) demonstrate their school success during their early elementary school years by achieving reading

mastery. This task is not one for the Cabinet alone. The saying "it takes a village to raise a child" applies to the work of the Cabinet. The involvement of families, schools, businesses, community partners and the early childhood workforce is critical in the months and years ahead.

In October 2006, after a year of hard work, the Connecticut Early Childhood Education Cabinet co-published a document with the State Department of Education entitled *Ready by 5 & Fine by 9*. The document presents a framework for investing in Connecticut's children from birth to age nine. The contents of *Ready by 5 & Fine by 9* include amongst its chapters information on how Connecticut's children are doing, assessing readiness and risk for early learning and school success, and achieving Connecticut's goals for young children.

With the help of United Way of Connecticut, listening forums have been held throughout the state to present the document and to hear from families, providers, and citizens about their opinions of the task at hand and how they see it being implemented at the local level. As the next step, the Cabinet will be incorporating the recommendations gathered from the listening forums as well as recommendations from a Policy and Research Council into its immediate plans for the next two years.

A copy of the document *Ready by 5 & Fine by 9* can be found on the Department's web site at <http://www.state.ct.us/sde/deps/Early>



Resources

Websites:

www.reachinginreachingout.com

This website includes information and resources that promote resilience in young children.

<http://zerotothree.org/>

Zero to Three's website for parents and professionals focuses on supporting the healthy development and well-being of infants, toddlers and their families. One of the site's resources includes a number of reproducible articles and early childhood handouts.

<http://www.naeyc.org/>

National Association for the Education of Young Children's website is dedicated to improving the well-being of all young children, with

particular focus on the quality of educational and developmental services for all children from birth through age eight. The site offers a host of resources.

<http://www.decsped.org/aboutdec.html>

Website of the Division of Early Childhood, a national organization for individuals who work with or on behalf of children with special needs, birth through age eight, and their families.

<http://www.surgeongeneral.gov/pressreleases/sg06172005.html>

A link to the Department of Health and Human Services, Surgeon General's 2005 press release giving tips to fathers to ensure their child has a safe, healthy and nurturing childhood experience.

<http://www.nccp.org/>

Website of the National Center for Children in Poverty dedicated to identifying and promoting strategies to end child poverty. The site has a link to early childhood topics including Resources to Promote Social and Emotional Health and School Readiness in Young Children and Families-A Community Guide.

Books:

Two books by Robert Brooks, PhD:
Raising Resilient Children
The Power of Resilience

Other books from the National Academy of Sciences:
From Neurons to Neighborhoods
Eager to Learn



Birth to Three System Update

By Linda Goodman, Director,
Birth to Three System

We want to welcome our newest program, the Wheeler Clinic in Plainville, to the Birth to Three System. The clinic recently began providing services to children and families living in Avon, Berlin, Bristol, Burlington, Canton, Farmington, New Britain, New Hartford, Plainville, Plymouth, Simsbury, and Southington and

began accepting referrals as of the first of December. Wheeler is a large, well-respected agency that has been providing services to children and families since 1968. Their agency mission is to "foster positive changes in the lives of individuals, families, and our diverse communities." We look forward to a long and successful relationship.

We are still on the hunt for a new program to serve some towns in Fairfield County and hope to have one on board by February or March. This February will be the time for us to submit our next Annual

Performance Report to the U.S. Department of Education. We will be reporting our progress on about a dozen different indicators and we will be showing each Birth to Three program's data on several of those indicators. If you are interested, the report and the data on each of our programs (program profiles) will be posted on the Birth to Three website (www.birth23.org) under "Quality Assurance." Our preliminary data indicates that we are doing fairly well, but there's always room for improvement.



Training Calendar

Please note that some events advertised may be full and space availability may be limited or unavailable.

Autism Spectrum Disorders: The SCERTS Model for Enhancing Communicative and Socio-emotional Competence

January 26, 2007

9:00 AM to 3:30 PM

Courtyard by Marriott, Cromwell

Presenter: Barry Prizant, Brown University

For administrators, teachers, specialists, and family members of children with autism/PDD birth to age five

Registration fee: \$75.00

Contact: Carol Hotz at the State Education Resource Center (SERC) 860-632-1485, x232

Getting along with Each Other in the Early Childhood Classroom

February 3, 2007

8:30 AM to 1:30 PM

SERC, Middletown

Presenter: Scott Noyes, Empowering Programs

For administrators, teachers, specialists, and family members

Registration fee: \$25

Contact: Jennifer Sharpe at SERC 860-632-1485, x268

Effective Transitions for Children with Special Needs from Preschool to Kindergarten

February 9, 2007

9:00 AM to 3:30 PM

Crowne Plaza, Cromwell

Presenter: Beth Rous, University of Kentucky

For administrators, teachers, specialists, family members, and child care providers

Registration Fee: None

Contact: Jennifer Sharpe at SERC 860-632-1485, x268

Homelessness in Early Childhood Education

February 28, 2007

9:00 AM to 1:00 PM

SERC, Middletown

Presenters: Barbara Duffield, National Association for the Education of Homeless Children and Youth, Washington, D.C., and Sue Heilman, Horizons for Homeless Children, Boston

For early childhood general and special educators, support services professionals, Birth to Three providers, and program administrators

Registration Fee: None

Contact: Jennifer Sharpe at SERC 860-632-1485, x268

Especially for Families! An Introduction to Floortime

March 5, 2007

5:00 PM to 8:00 PM

SERC, Middletown

Presenter: Richard Solomon, M.D. Ann Arbor Center for Developmental and Behavioral Pediatrics

For family members and caregivers of young children, birth to age five with Autism Spectrum Disorder (ASD)

Registration Fee: \$20 includes light dinner

Contact: Carol Hotz at SERC 860-632-1485, x232

The P.L.A.Y. Project, Level 1 Workshop

March 6, 2007

9:00 AM to 3:30 PM

Crowne Plaza, Cromwell

Presenter: Richard Solomon, M.D. Ann Arbor Center for Developmental and Behavioral Pediatrics

For early childhood general and special education teachers and paraprofessionals, Birth to Three providers, student support services professionals and family members of young children birth to age five with ASD

Registration Fee: \$60

Contact: Carol Hotz at SERC 860-632-1485, x232



Resiliency: A Brief Commentary from the ICC Perspective

By Lolli Ross

Resiliency is the ability to spring back from and successfully adapt to adversity. An increasing body of research from a variety of fields such as psychology and sociology shows that most people, including young people, can bounce back from crises, stress, and trauma and experience positive outcomes. What makes some people more resilient than others? Looking at the literature on resilience, it appears the more competencies and assets a person has, the better they will thrive. This term can be applied to pro-

grams as well. Resiliency seems very relevant when considering the history of Birth to Three in Connecticut. After a change in lead agencies early in its development, two gubernatorial attempts to eliminate the federal program, and several statutory changes, the Connecticut Birth to Three System continues to adapt and move forward.

As the Connecticut Birth to Three System plans its 10th year anniversary celebration this year, I think it is pertinent to focus on its assets and what has helped it to not only overcome many obstacles but emerge as a model Birth to Three System in the nation and certainly a model program for families in our state. The Connecticut Birth to Three System is made up of dedicated professionals including those who work for the state and those who are a part of the network of private providers.

Legislators and policymakers who have advocated for the health of this system have supported it and have been a tremendous asset. There is a group of key stakeholders who meet on an ongoing basis to assure that Connecticut families get the best quality services possible. There are ongoing opportunities to learn from the latest research from our university center for excellence. Many dedicated families and professionals collaborate on the Interagency Coordinating Council to provide a unified voice for our youngest citizens and their families.

The most important asset of the Connecticut Birth to Three System is the families it serves and the hopes and dreams they have for their children. This is the cornerstone of the system and what makes it truly strong and resilient.



(Continued from page 3)

Quienes tienen capacidad para afrontar adversidades 'rebotan' cuando las cosas no van bien, y las aptitudes para rebotar pueden aprenderse. Podemos retar nuestros propios hábitos de pensar para cerciorarnos de que son precisos en situaciones estresantes. Podemos preguntarnos "¿Este problema va a durar

para siempre?" "¿Esta tensión va a afectarlo todo en mi vida?" Los niños imitan los hábitos de pensar de los adultos que los rodean. Cuando padres y maestros son modelo de capacidad para afrontar adversidades logran mucho en el fomento de esa capacidad en sus niños. Los principios de la NASPE son aplicables a todos los niños inclusive aquellos con incapacidades. Algunos

niños que reciben intervención temprana o educación especial pueden tener problemas motores específicos no relacionados con su incapacidad. Las oportunidades en todos los ambientes, las oportunidades facilitadas y planificadas, y la participación de los padres y profesionales incrementarán las aptitudes y habilidades motoras del niño.



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